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# LIBRARY USAGE BY FACULTY MEMBERS OF BENGUET STATE UNIVERSITY

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## ABSTRACT

**Keywords:** Library faculty usage; Library services

The study's objectives were to determine Benguet State University faculty members' general impression of the library resources and their usage of these resources. To answer these objectives, questions on faculty members' satisfaction with the library resources, frequency of usage, purposes of using the library resources, reasons for not using the library resources, reasons of not being able to find the resources they are looking for in the library and suggestions for library development in terms of library resources were asked.

It was found out that the majority of the faculty members have used the library resources at least once-a-term. On the other hand, those who did not use the library resources cited the Internet as the source of their information needs. Faculty members often used library resources for instructional support purposes, and book collections to be the most used library resources. Faculty members said that they partly found the library resources they were looking for during their last visit to the library. Furthermore, they also said that usually they rarely saw the library resources that they were looking for. They specified that the University Library has no resource/s on a particular subject because they could not find or get the resources they need.

Moreover, faculty members would like to have more Internet access (Terminals/Wi-Fi) in the library. In terms of subject coverage, faculty members would like the Serials resources to be improved the most. Faculty members rated the library resources from Average to Good in terms of Recency, Relevance/Use, and Adequacy. Except for Optical Discs, which was rated Fair for its Adequacy. Generally, it was found that faculty members are satisfied with the library resources of the library.

When compared according to employment status, faculty members use the library resources once a month and their frequency of use and satisfaction level of the library resources have no significant differences compared to sex, employment status, and rank. On the contrary, differences were found when the faculty members' level of satisfaction was compared according to College/Institute. The same was found when faculty members' frequency of use of the library resources was compared according to College/Institute.

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## INTRODUCTION

Academic libraries have long been an essential facet of any Higher Educational Institution (HEI). Libraries have maintained its role in supporting the teaching and research functions of teachers as well as delivering various innovative services to its patrons. The academic library futures in a diversified university system. Dempsey and Malpas (2018) said that the library now increasingly defines itself in terms of university needs in a changing environment – how to make research more productive, how to contribute to student success and retention, how to improve the engagement between the university and its community and so on. As it has commonly been referred to as the heart or vital organ of an academic institution, libraries have been challenged to keep their patrons always on a more significant number.

It is the institutions' responsibility to provide an excellent academic environment, facilities, and services that help develop students' cognitive and general skills that fall beyond the realm of subject specialization and classroom teaching (Oloteo and Mabesa, 2013). Libraries have to adopt a more strategic orientation in which the creation and delivery of service satisfaction for their users play an essential role (Andaleeb & Simonds, 1998).

Apparently, many faculty members still do not regard the library as an essential facet in their curricular activities, manifested in their low library usage. While most grounds for this low usage are purely speculative (Merrill, 1979),

because few conclusive research results were established yet, it is the purpose of this study to establish reasons and provide explanations.

Benguet State University – University Library and Information Services (BSU-ULIS) was created during the administration of Dr. Bruno M. Santos in 1971. Historical records manifest that the library's physical development came along to accommodate the growing number of enrollees and collections. This growth was seen to have signified higher usage of the library. Benguet State University had an average enrollment of six thousand six hundred seventy (6670) from 2011-2017 (12 semesters and 6 summer term). As of March 27, 2019, there are three hundred eight (308) permanent faculty members of Benguet State University. Table 1 shows patron data in terms of circulation and number of patrons per type from 2013 to March 26, 2019, as extracted from the BSU-ULIS' system. The data is presented to reflect the number of faculty members who use the library users during the said span of time. However, the data does not include patrons' details that have been deleted due to system updates (retired, resigned, etc.) and the specific number of circulation/s per patron. For that reason, the number of patrons does not necessarily mean that all patrons have borrowed library resources as the library offers many other services and spaces other than library resources for circulation. Similarly, the total library circulations translate to individual patrons having single or multiple circulations.

Table 1. BSU-ULIS' Patron Data and Circulation Statistics (2013-2019)

<b>Patron Type</b>	<b>No. of Patrons</b>	<b>Total Library Circulations</b>
Graduate and Undergraduate	20,925	59,514
Faculty	463	8,849

### Conceptual Framework

Academic libraries serve as a conduit of information sources between and among students, the faculty, and the academic curriculum. It has the function of providing information services (Buckland, 1992) as cited by Lewis (2016). This function presupposes a library built with quality resources, enabling the library to deliver a functional information service. Henceforth, user studies have ever been the interest of librarians (Simesaye, 2012). However, the rarity of studies and literature on the correlation between teaching faculty effectiveness and their use of the library makes it difficult for current studies to dwell on the said topic. Most studies on library usage are related to students concerning their academic performance. While it is presumed that libraries with well-selected and balanced resources promise a positive academic performance and increase teaching productivity, evidence yet to be established.

### Role of Libraries

Customarily, libraries' role was emphasized in print collection building and management. The enormous growth in higher education in the post-war period was mirrored by a growth in publication and the libraries that managed those

publications for universities and colleges (Dempsey & Malpas, 2018). However, libraries are changing rapidly, finding new roles and new ways to play traditional roles (Brophy, 2000). As time continues to progress, collection development is geared towards multimedia collections (print and non-print/book) despite having financial complications. Ultimately, its intended users need to utilize these collections to maximize the acquisition processes' efforts.

The massive explosion of resource or information availability led to the integration of libraries in the imposition of information literacy (IL) in the higher education curricula. Libraries in this scene play a pivotal role. Despite libraries having difficulty fulfilling library users' enormous information sources, this supposition enhances resource appreciation and usage. Nonetheless, this function in higher education curricula depends on how the administration and faculty view the library's role. Kamarainen and Saarti (2013) concluded that in some cases, the library has been active and made significant contributions to teaching IL, primarily how best to conduct information retrieval, for students and faculty. However, there are still libraries having neither resources nor the opportunity to influence the curriculum, making little impact on IL promotion and education. Nagasawa (2016) cited that among the factors contributing to the success of information literacy initiatives and ILI (information literacy instruction), a constructive relationship between teaching faculty and librarians has been recognized.

As stated by Khan and Bhatti (2016), academic libraries within the universities are the gateways to information. In line with the new challenging roles, academic libraries' vision and mission have altered to meet the requirements of the era in the field of research. Taking notice of this situation, Rasul and Singh (2010) observed that academic libraries are now paying greater attention to fulfill users' needs and support institutional missions and objectives by developing appropriate policies, making funds, and providing research facilities.

### Library Resources

There is a widespread agreement that, at least in theory or principle, that libraries and higher education are intimately and necessarily interrelated (Allen, 1982). The role of libraries in Higher Education Institutions (HEIs) relies on the institution's mandate it resides. The Vision, Mission and Objectives of the institution delineate the functions of the library in the curricular activities of the institution and in furthering the learning experiences of students by providing not only well-selected resources but also high-end services. Thus, the library's focal role is made an integral part of the education or learning process. What complicates this process is when faculty members, administrators, and librarians fail to communicate or ignore each other's role in curricular preparation, development, implementation, and enhancement. More so, when the library alone is excluded in the said process, the maximization of the library's full potential is jeopardized.



The recency of library resources has always been an issue and made reason by some faculty for not promoting its students' usage. Locally, recency of library resources had been made a constant requirement by accrediting agencies. The Commission on Higher Education (CHED), as mentioned in its CHED Memorandum Orders common to all programs of higher education institutions, established that twenty percent (20%) of the total collection for professional course/subject should be published within the last five (5) years. Subsequently, an existing CHED proposal (as of 2017) states that the remaining eighty percent (80%) should be published within the last ten (10) years. Likewise, the Accrediting Agency for Chartered Colleges and Universities (AACCUP) in the Philippines had set that twenty percent (20%) of the library holdings are of the current edition, i.e., with copyright within the last five (5) years as stated in its outcomes-based program accreditation survey instrument revised and published in 2014. With the limited financial capacity of libraries, usually relying on inexpensive library fees collected from students every enrolment, these requirements pose a great hindrance in the collection development of state academic libraries.

Libraries often measure excellence by counting how many books are there in the collections (Lewis, 2016). While advanced libraries have reconsidered this traditional belief, many libraries (if not academicians alike) in the developing nations have been magnetized with the idea. Opposing this idea would mean conflicting with "*standards*" set through quality assurance mechanisms like

Accreditation standards of different agencies, where quality is destined to be ideally measured in numbers. However, having more resources may or may not signify quality. Quality of resources is not determined alone by the number itself, the recency, or how vast the collection is. Likewise, collections, expenditures, and staffing remain traditional for most libraries (Martin, 2010). Along with these, and any other determinants of quality resources, the resources' usage must be constant.

#### Utilization of Library by Faculty Members

Faculty members form part of the dynamic library community. Their influence on their students, the dominant library users, is immense. When faculty members possess the tradition of using library resources, chances are, their students get motivated and become library users as well. Faculty members' usage of library resources entails various and unending particulars. The availability of resources has a significant relationship with faculty library utilization (Simisay, 2012). The absence of library resources published recently was the main problem faced by law faculty members at the University of Peshawar (Khan & Bhatti, 2015).

What determines the usage of library resources by faculty has not been conclusively determined. Neither was it determined to be directly caused by having limited resources. What is certain is that different factors cause it. An improved relationship between faculty and librarians has been claimed to increase faculty participation in library activities like collection development and management

(Sellen, 1985). Similarly, librarians' involvement in classroom activities as guest lecturers in various classroom settings is an observed result of this relationship. Among other factors, Kotter (1999) concludes that the good relations between librarians and classroom faculty are necessary, not a luxury. As he further states, that lack of strong working-relationship often fails where sometimes they tend to blame each other, causing both parties' negative stereotypes.

Building a useful collection according to the users' community's information needs is among the library's essential functions (Khan & Bhatti, 2015). Like BSU-ULIS, libraries invest heavily in building a well-selected stack of resources in all types/formats recorded information ranging from print, non-print, electronic, and digital that would satisfy the University curricular programs (Draft BSU-ULIS LOPG, 2018). While not a hundred percent is attributed to the librarians' marketing strategies for the services offered, the faculty's ubiquitous low library usage lies on the librarians to recognize the underlying details resulting in this issue. Hoppenfeld and Smith (2014) mentioned that most faculty still fail to realize the resources despite libraries having extensive marketing approaches. Having quality and useful library resources entails collaboration between the faculty and the librarians as well. Neville, Williams, and Hunt (1998) stated that faculty liaisons help select books and other materials in many libraries, especially those without specialized bibliographers.

Furthermore, as Khan and Bhatti (2016) stated, any library's mission and goals revolve around meeting its clientele's informational, educational, or recreational needs. In libraries, users' needs assessments are usually carried out for collection development. However, libraries also need assessments to improve various library services, building arrangements, and administrative purposes (Gregory, 2011). Thus, user needs assessment is necessary.

Accordingly, understanding the patrons' information needs is a challenging task. The change of publication formats from print to electronic or digital has dramatically impacted library users' information-seeking behaviors. Several studies on information-seeking behaviors have been conducted, and results are in unison that most faculty prefer printed books and electronic journals (Hoppenfeld and Smith, 2014). With the existence of different library resource formats, faculty favors online journals (Martin, 2010). Along with this development is the use of interconnected networks that allows the transfer of information sources easier and virtually. The sharing of information sources, predominantly electronic or digital formats, was made more comfortable. Similarly, capturing images of printed information sources was made possible through different applications and equipment. Unfortunately, computer connectivity (Internet) is not a conclusive factor in faculty's observed low library usage.

Other librarians have generally assumed, based on the observation, that faculty use of the library is dependent on the disciplines they are teaching. Faculty

under the Social Sciences are expected to use the library more often than the faculty in applied sciences. This observation was cited by Bridges (2008) in her study on comparing undergraduate academic disciplines and library use. Despite opposing views from earlier cited literature, she further said that not much had been published on the topics comparing academic disciplines and library use. While it is true that different fields require different library resources, not necessarily print and electronic resources, it is still vital that faculty and librarian functions in an open communication channel as it has been said that library resources nowadays encompass a wide range of formats.

With the increasing expectations from library users, a change in their information-seeking behavior, availability of alternative information sources, changes in the curriculum, and the incorporation of technology in accessing data, a move towards productive collaboration between faculty and librarians must be in place. Collaboration is defined as working together for a more effective result. Collection development and enhancement require cooperation between the faculty and the librarians. It is implicit that when the partnership is established in the process of collection enhancement that an increase in faculty use of library resources becomes imminent. Such a partnership may relate to selecting appropriate educational resources and embedding information literacy skills and research skills into the tertiary curriculum (Pham & Tanner, 2015). By reconceptualizing literacy education based on teacher and librarian partnerships,

including partnerships between schools, public libraries, and school libraries, a paradigmatic shift in literacy education is introduced (Pihl, Carlsten & Van DerKooij, 2017).

Challenges may exist in the process of establishing collaboration between faculty and librarians. Nonetheless, challenges are foreseen aspects of such endeavor or any endeavor for that matter. What is important is that initial actions are taken as the process takes time. Nagasawa (2016) listed leadership of library directors, librarians as instructors, and librarians' faculty status as factors that promote collaboration between faculty and librarians in her data analysis. This analysis implicates the lingering marginalization of librarians or administrative staff in an academic institution that continually divides faculty and librarians. Librarians are being marginalized in the university community could lead to lower proficiency (Grigas, Fedosejevaite, & Mierzecka, 2016).

#### The Satisfaction of Library Users

Kiran (2010) stated that related to service quality is the concept of customer satisfaction. Practitioners and writers in the popular press tend to use the term satisfaction and quality interchangeably. Still, researchers have attempted to be more precise about the meanings and the measurements of the two concepts, resulting in considerable debate. Although the two ideas have certain things in common, satisfaction is generally viewed as a broader concept, whereas service

quality focuses specifically on service dimensions (Zeithaml, Bitner, & Gremler, 2006). Based on this view, perceived service quality is a component of customer satisfaction. Kiran (2010) adds that researchers like Pitt, et al. (1995) and Jung-Yu (2006) suggest that service quality provides a superior indicator of user satisfaction and indicates that service quality can influence user satisfaction. Over time, repeated satisfaction with service encounters results in a perception of service quality.

Khirallah (2005), as specified by Wantara (2015), customer satisfaction is a customer's perception that their needs, wishes, expectations, or desires concerning products and services have been fulfilled. Likewise, customer satisfaction is the state of mind that customers have about a company when their expectations have been met or exceeded over the lifetime of the product or service (Cacioppo, 2000). In summary, customer satisfaction is when a customer's expectations are met after a product or service has been used. Jones and Sasser (1995) wrote that "achieving customer satisfaction is the main goal for most service firms today." Increasing customer satisfaction has been shown to directly affect companies' market share, which leads to improved profits, positive recommendation, lower marketing expenditures (Reichheld & Teal, 1996; Heskett, et al., 1997), and significantly impacts the corporate image and survival (Pizam & Ellis, 1999).

The library in the academe is all about service, and meeting the users' research needs is of utmost importance. Wantara (2015) stated that, in the service

business, a high level of contact between service providers and customers is required. The more significant customer satisfaction with their service experience, the more they feel that they can trust both the organization itself and the personnel that provide its service. Thus, satisfied customers are more likely to increase use in the short and long-run, building an organization's trust than dissatisfied customers.

Building collections which fail to satisfy the information needs of users would be a futile exercise. It is thus essential to ascertain such needs continuously to anticipate users to develop CDPs and procedures. It is necessary to study the primary users of the collection and find out if there is information routinely sought on a particular topic by researchers and academics. Many researchers, suggest users' needs assessment survey. However, other tools can also help to provide the necessary information. These tools may include studying the syllabi, scholarly sites and departmental websites, curriculum vitae of academics and researchers, current research projects and grant applications, research reports, and even minutes of the academic meetings (Khan & Bhatti, 2016).

### Research Objectives

This study has the following objectives:

1. Determine the number of faculty members who have use the University Library resources;
2. Determine the issues deterring the use of library resources;



3. Determine the frequency of use of the library resources;
4. Determine the purpose/s of using the library resources; ;
5. Determine the frequency of use of library resources by the faculty

members based on the following purposes: Instructional support, Curriculum development, Work-related Research at BSU, Professional development, and Personal or recreational reading;

6. Determine the library resources used;

7. Determine the frequency of use of the library resources based on the following types of resources: Book collections, Journals/Magazines/Periodicals, Optical discs, Digital collections, and e-resources;

8. Identify the reasons that explain why faculty members of BSU did get/find what they were looking for in the library in terms of resources;

9. Determine the areas of the library which faculty members would like to see technology be improved in terms of library resources;

10. Determine the areas of resources in terms of subject coverage, which faculty members of BSU would like to be improved;

11. Determine how faculty members of BSU rate the University Library resources in terms of Recency, Relevance/Usefulness and Adequacy along with Book collections, Journals/Magazines/Periodicals, Optical discs, digital collections, and e-resources;

12. Compare the responses of faculty members of BSU along with levels of satisfaction when grouped according to Sex, Employment status, College/Institute, and Rank;

13. Compare the reactions of faculty members of BSU along with the frequency of usage when grouped according to Sex, Employment status, College/Institute, and Rank.

## METHODOLOGY

The study analyzed the use of library resources by faculty members of Benguet State University. The following research design, data collection procedures, the population of the study, research instrument, and how the data gathered were analyzed are presented.

### Research Design

This study utilized a user survey design. In the academic library community, library surveys are a standard tool to assess service quality and user satisfaction (Hiller, 2001). Poll and te Brokhoerst (1996), as cited by Dagusen (2009), said that employing user survey provided detailed information about user's opinion of the services., helped clarify the librarian's concept of the service as well as his/her assumptions about the user's needs, indicated problems, and suggested solutions.

### Data Collection Procedure

A communication duly endorsed by the OSS Director was requested to the Vice President for Academic Affairs to seek permission for the study's conduct regarding faculty members' usage of the university library. Once approved, the survey questionnaires were administered to the different colleges and institutes. At

least two (2) weeks were given to all respondents to accomplish the questionnaire before retrieval.

### Population of the Study

The study involved (on-duty) permanent and Contract of Service (COS/Non-permanent)/Substitute faculty of Benguet State University for the First Semester (2019-2020). Teachers from the Elementary and Secondary Laboratory Departments were excluded from the study. This exclusion is because teachers from these departments use different information resources from those in the Baccalaureate/Graduate degree programs.

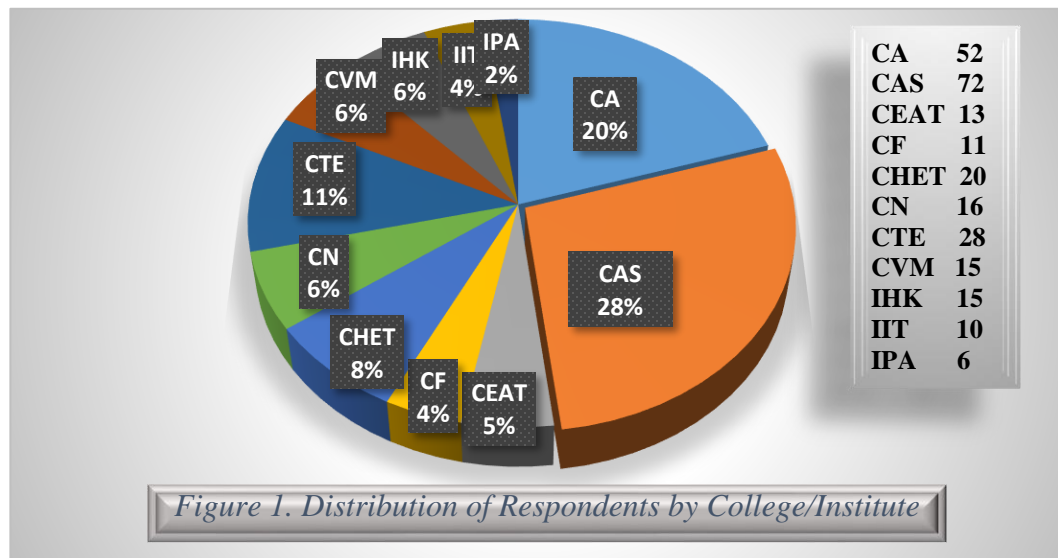
Currently, the University has eight (8) Colleges and three (3) Institutes. A list, dated as of October 07, 2019, of faculty members was secured from the Human Resource Management Office through a request. The distribution of respondents is shown in Table 2 and succeeding figures.

Table 2. Distribution of respondents.

<b>College/Institute</b>	<b>No. of respondents</b>	<b>Retrieved Survey Tool</b>
College of Agriculture	64	52
College of Arts and Sciences	78	72
College of Engineering and Applied Technology	12	13
College of Forestry	14	11
College of Home Economics and Technology	19	20
College of Nursing	13	16
College of Teacher Education	30	28
College of Veterinary Medicine	14	15
Institute of Human Kinetics	11	15
Institute of Information Technology	6	10
Institute of Public Administration	6	6
<b>Retrieval rate: 97%Total</b>	<b>267</b>	<b>258</b>

## Colleges/Institutes

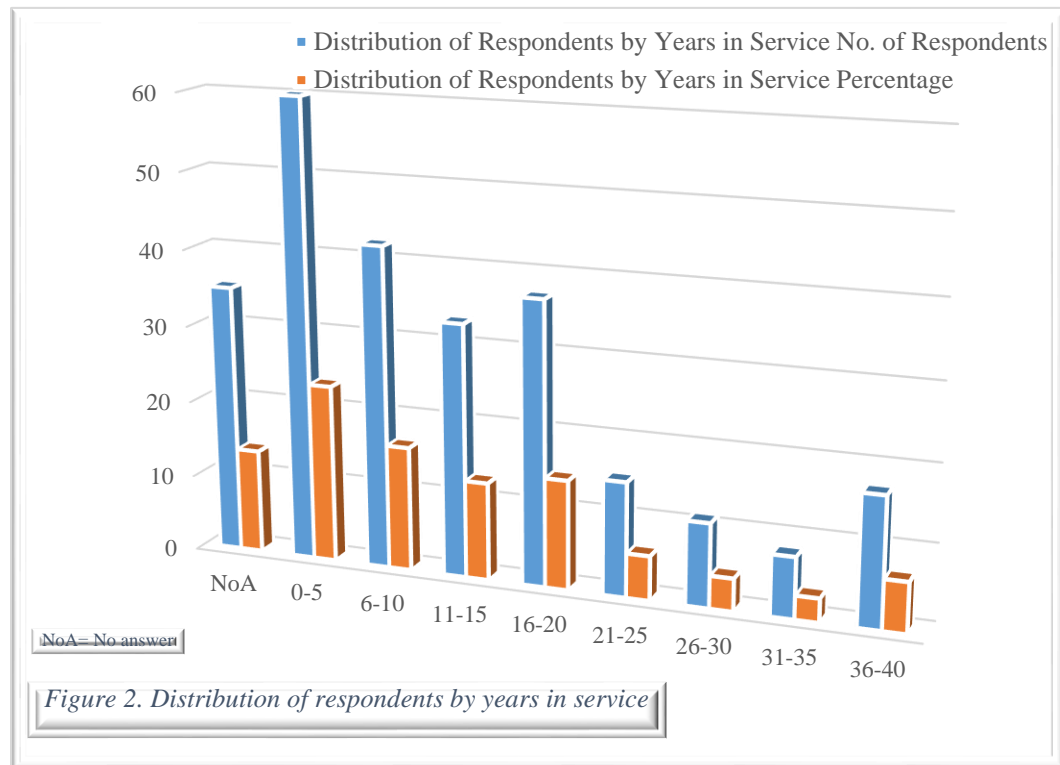
Benguet State University has eight (8) colleges and three (3) institutes, as presented in Table 2. The original total number of respondents was 267, but only 258 questionnaires were retrieved. The failure to retrieve all the questionnaires was attributed to some faculty members' refusal to respond and simply claiming that they have already submitted the accomplished questionnaires.



To maximize the number of questionnaires retrieved, respondents who claimed to have misplaced the questionnaires were given new sets. Figure 1 displays the final distribution of respondents by the College/Institute. Most respondents came from the College of Arts and Sciences, where introductory courses across degree programs are offered. In contrast, the least number of respondents came from one of the Institutes, the Institute of Public Administration.

## Years in Service

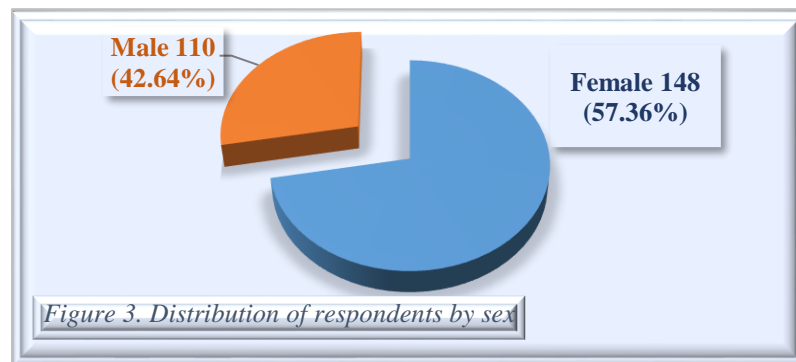
Sixty of the total number of respondents (23%) have less than a year to five (5) years in service. On the other hand, eight of the respondents have served the University from thirty-one to thirty-five years (3.10%). Figure 2 presents the distribution of respondents by years in service.



Thirty-five (35) faculty members did not indicate the number of years they were in service with the assumption that they might not remember.

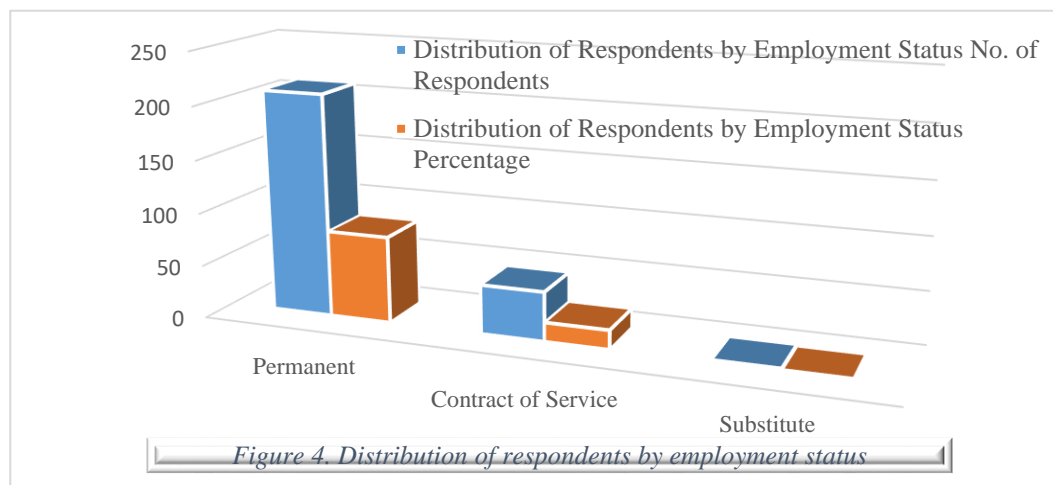
## Sex

Figure 3 presents respondents' distribution by sex. The majority of the respondents are female (57.36%). On the other hand, male respondents comprise 42.67% of the total number of respondents.



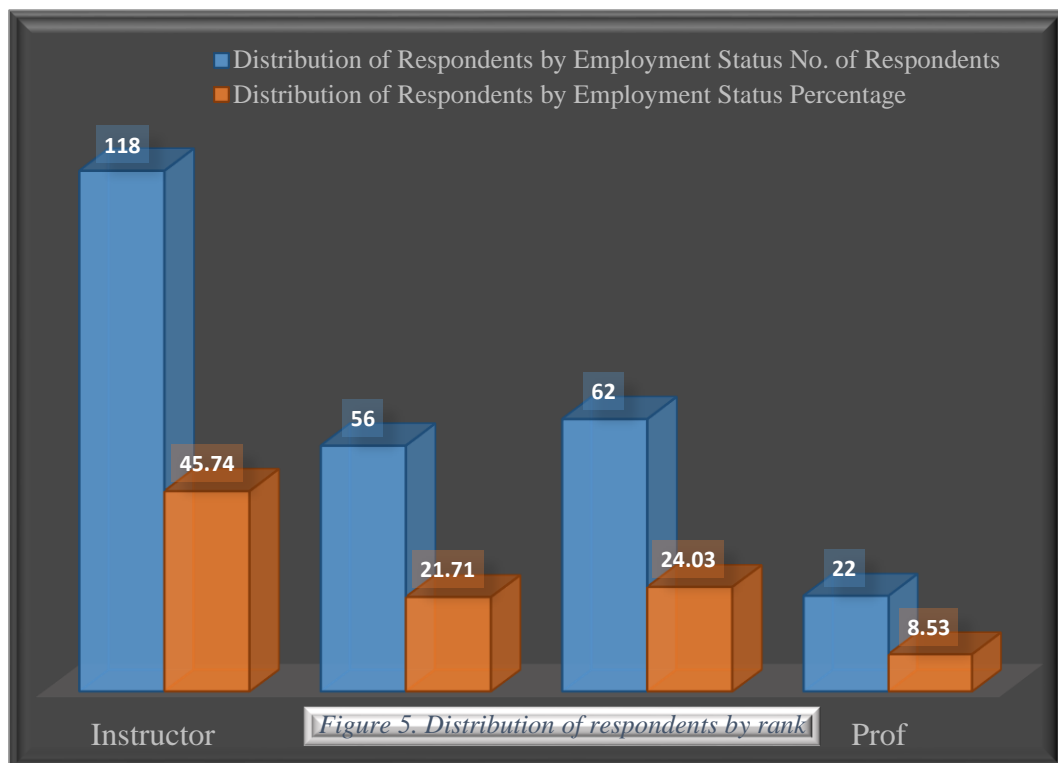
## Employment Status

Two-hundred ten (210) of the total number of respondents (258) are with permanent status (Plantilla), while forty-eight (48) are with contractual/contract of service (COS) and substitute employment statuses.



## Rank

Faculty members of Benguet State University are ranked Instructor, Assistant Professor, Associate Professor, and Professor. Figure 5 shows the distribution of respondents by Rank. Faculty members ranked as Instructor leads the total number of respondents at 45.74 %, followed by Associate Professor (24.03%) and Assistant Professor (21.71%). With the lowest percentage of 8.53%, faculty members ranked as Professor is the least represented Rank as far as the total number of respondents is concerned.





### Research Instrument

The study used a survey questionnaire crafted by the Staff of ULIS. The survey covers fourteen (14) items about the usage of library resources. All items were carefully deliberated upon to end with a simple but inclusive survey tool to yield answers to the research objectives. Some questions were adapted from a survey used by the British Columbia Institute of Technology in 2014.

### Treatment of Data

Descriptive statistics (frequency counts, mean, and ranks) were used to treat the data gathered. Mean was used to determine how often faculty use the library resources on specified purposes and how often they use the different library resources; and rate the library resources in terms of recency, relevance/usefulness, and adequacy.

To interpret how often faculty members, use the library resources on specified purposes and library resources, the following scale was used:

<b>Rating</b>	<b>Range</b>	<b>Descriptive Equivalent</b>
1	1.00-1.79	Never
2	1.80-2.59	Seldom
3	2.60-3.39	Sometimes
4	3.40-4.19	Often
5	4.20-5.00	Very Often

To interpret how faculty members, rate the University Library resources in terms of recency, relevance/usefulness and adequacy, the following scale was used:

<b>Rating</b>	<b>Range</b>	<b>Descriptive Equivalent</b>
1	1.00-1.79	Poor
2	1.80-2.59	Fair
3	2.60-3.39	Average
4	3.40-4.19	Good
5	4.20-5.00	Excellent

To interpret how faculty members level of satisfaction concerning library resources, the following scale was used:

<b>Rating</b>	<b>Range</b>	<b>Descriptive Equivalent</b>
1	1.00-1.79	Very Dissatisfied
2	1.80-2.59	Dissatisfied
3	2.60-3.39	Moderately Satisfied
4	3.40-4.19	Satisfied
5	4.20-5.00	Very Satisfied

Inferential statistics were used to interpret and to draw inferences. A *t-test* for two independent variables was used to test whether the level of satisfaction on the different resources between sex and between employment status (Permanent & COS/Substitute) of the respondents differ significantly.

On the other hand, *Analysis of Variance* (ANOVA) was used to identify whether respondents from some colleges/institutes differ in their level of

satisfaction with the different resources than other colleges/institutes. The same test was applied in identifying whether the level of satisfaction on the various resources is different among respondents with different ranks. Subsequently, a post-hoc analysis was used to follow-up test results for *ANOVA*. For this specific analysis, the *post-hoc Duncan's Multiple Range Test (DMRT)* was used to further group the colleges/institutes according to whether the respondents' level of satisfaction differs significantly.

On the frequency of use, *Mann-Whitney U Test* (non-parametric test) was used to determine whether the frequencies of use between male and female respondents and between permanent and non-permanent respondents differ significantly. This tool was used since the responses constitute an ordinal variable for which the parametric tests' *t-test* and *ANOVA* cannot be applied. The test functions exactly with the *t-test*, except that it is more appropriate for the reasons stated. Lastly, the *Kruskal-Wallis H Test*, the non-parametric equivalent of *ANOVA*, was used to compare responses regarding the frequency of use when grouped according to College/Institute and Rank.

## RESULTS AND DISCUSSION

This chapter presents the results and discussions on library resources' faculty usage by Benguet State University faculty members. It also takes account of the implications of results and pertinent corroborations to pertinent studies, if any.

### Faculty Members Who Use the University Library Resources

Faculty members are the secondary users of the University Library after students. In 2019, there were four hundred sixty-four (464) registered faculty members in the library database. Of this number, only one hundred fifty-three (153) or 32.97% borrowed library resources for the total circulation of one thousand five hundred and fifty-nine (1,559).

Table 3. Faculty members who use the university library resources

RESPONSE	FREQUENCY COUNT	PROPORTION (%)
Yes	191	74.90
No	64	25.10
Total	255	100.00

The proportion of Benguet State University faculty members who used the University Library resources is presented in Table 3. Only 74.90% of the respondents have used the University Library resources. This is a good number in term of faculty library usage considering it has surpassed fifty percent (50%) of the

total respondents. At the very least, we can conclude there are more faculty members utilizing the library resources. In the contrary sixty-four faculty members who did not use the library resources. Some issues may have caused their non-usage such as time, availability of resources needed, among others

### Issues Deterring the Use of Library Resources

With the advancement of telecommunications, a wide array of ways by which desired information can be accessed proliferate. As presented earlier in Table 3, 64 (25.10%) respondents indicated that they have not used or do not use the library resources.

Table 4. Issues deterring the use of library resources

AREAS	FREQUENCY COUNT	PROPORTION (%)	RANK
I did not have time	23	8.85	2
The library hours were not convenient	1	0.38	9.5
I do not need a library	2	0.77	8
I do not feel welcome at the Library	1	0.38	9.5
It is too difficult for me to go to the Library	5	1.92	6.5
The Library is too far	10	3.85	4
I buy books and read them at home	15	5.77	3
I do not know where the Library is	5	1.92	6.5
In the past, I did not find what I needed	6	2.31	5
I get all the information I need from the Internet	37	14.23	1

n=260

While the reasons for this abound, Table 4 presents why several faculty members do not use the University Library resources. These reasons are considered in this paper as issues deterring the use of library resources by the faculty members of BSU.

Deriving information needed from the Internet ranked 1<sup>st</sup> among the reasons presented why faculty members do not use the library resources. Relatively, not having time to use the library resources ranked 2<sup>nd</sup> in the list. As earlier stated, advanced telecommunications have caused a significant shift in the way people access information. The Internet has changed how information is accessed in terms of convenience, speed, time, etc. As one of the respondents specified, *"It is very convenient/more convenient to access the resources I need online. Besides, updated print material/books are rare in the Library, especially in my field."* Considering the hectic schedule of faculty members, it is reasonable that most faculty members use or access resources/information available via other platforms. This is corroborated by Klain and Shoham (2017), who stated that technological advancements had made tremendous amounts of information readily available in a digital format, enabling faculty members to quickly and remotely access information beyond physical books and journals. Therefore, faculty members have reduced their visits to the library and have begun employing information-searching and retrieval processes through external sources.

*"I buy books and read them at home"* ranked 3<sup>rd</sup> among the reasons provided. It is a fact that some faculty members buy their references as this may serve them much convenience. This practice may prohibit students' access to the said reference/s.

While it is a bit worrying that a couple of respondents indicated that *"the library hours were not convenient," "I do not feel welcome at the library,"* and *"I do not need a library,"* these reasons were ranked last among the listed reasons of not using the library resources. Nonetheless, these ought to be looked upon as these are considered signs of customer dissatisfaction. Perhaps prior experience has caused them to have these reasons for not using the library resources. The library is open from 7:30 am to 6:00 pm on weekdays, and 8:00 am to 5:00 pm on Saturdays, which is within the required number of hours, the library should be opened. However, it is also during those times that the faculty have their classes. Thus, some feel that it is inconvenient for them to go to the library. As for the feeling that they are not welcome in the library, maybe they still have the old notion that the librarians are not approachable and are strict.

#### Frequency of Use of the Library Resources

Relative to the discussion on the proportion of faculty members who have used the University Library resources, Table 5 presents how frequent faculty

members use the University Library resources. Of the one hundred ninety-one (191) faculty members who have used the University Library resources, most of them (41.88%) have used the resources once a term. In comparison, 39.79% of them used the resources monthly. Based on observations, faculty members usually utilize the library resources initially or before the term begins for Syllabus preparations. After which, most of the resources are returned for student circulation and references.

On the other hand, no one of the respondents has used the library resources daily. This is because faculty members are expected to be available at their offices/desks during the day when they are not teaching and may only find time to use the library resources during their free time. One of the respondents indicated "*depends on the needs for reference materials for the course taught,*" referring to how frequent she uses the library resources

Table 5. Frequency of use of the library resources

FREQUENCY OF USE	FREQUENCY OF USE	PERCENTAGE (%)
Daily	0	0.00
Weekly	17	8.90
Monthly	76	39.79
Once a Term	80	41.88
Once in a School Year	6	3.14
No response	12	6.28
Total	179	100.00

It is quite noticeable that 3.14% of the faculty members who have used the resources use the library resources Once in a School Year. If this is the case, how then can the said faculty members develop their teaching materials, including those



who have not used or do not use the library resources? Some reasons for this as earlier stated, maybe caused by time. Having their own resources may have also hindered faculty members from using the library at different frequency. Among other responses supplied by the respondents include: "as needed," "3x a term on average," and "depends on needs for reference materials for the courses taught."

### Purpose of Using the Library Resources

The purpose by which faculty members use library resources varies between personal and work-related goals. Purposes other than those itemized in the research tool may exist, but in general, these are summarized into five (5) items. *Instructional support* (71.73%), *Work-related research at Benguet State University* (38.22%), and *Curriculum development* (32.98%) ranked 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> respectively on the purposes of using the library resources (Table 6). On the other hand, *Professional development* and *Personal or recreational reading* were ranked 4<sup>th</sup> (23.56 %) and 5<sup>th</sup> (17.28 %) correspondingly. The top three purposes are work-related, while the last purposes are inclined towards personal purposes. As indicated in the earlier discussion, faculty members may find it challenging to engage in personal or recreational reading, considering workload and schedules. Leisure reading, also known as recreational reading, pleasure reading, free voluntary reading, and independent reading, is independent, self-selected reading of a continuous text for a wide range of personal and social purposes. It can take

place in and out of school at any time. Readers select from a wide range of extended texts, including but not exclusive to narrative fiction, non-fiction, picture books, e-books, magazines, social media, blogs, websites, newspapers, comic books, and graphic novels. Leisure reading is generally intrinsically or socially motivated and pleasurable for the reader (International Reading Association).

Table 6. Purpose of using the library resources

PURPOSES	FREQUENCY COUNT	PROPORTION (%)	RANK
Instructional support	137	71.73	1
Curriculum development	63	32.98	3
Work-related research at Benguet State University Professional Development (Review for examinations (academic), gov't examinations, preparation of presentations, etc.)	73	38.22	2
Personal or Recreational reading	45	23.56	4
	33	17.28	5

n=191

As the definition of recreational reading suggests, the faculty members do not give importance to such activity. This may be attributed to the fact that leisure reading reduces with age. Reading for enjoyment has decreased over time. On average, between 2000 and 2009, daily reading for enjoyment dropped five percentile points across OECD countries, accompanied by a related decrease in positive attitudes towards reading (OECD 2010, PIRLS, 2006, as cited by Research evidence on reading for pleasure, Education Standards Research Team, UK, 2012).

However, the study shows that recreational reading is beneficial. As cited by the International Reading Association, leisure reading enhances students' reading comprehension (e.g., Cox & Guthrie, 2001), language (e.g., Krashen, 2004), vocabulary development (e.g., Angelos & McGriff, 2002), general knowledge (e.g., Cunningham & Stanovich, 1998), and empathy for others (e.g., McGinley et al., 1997), as well as their self-confidence as readers, motivation to read throughout their lives, and positive attitudes toward reading (e.g., Allington & McGill-Franzen, 2003; Eurydice Network, 2011). Thus, it is recommended that the faculty members be encouraged to take up recreational reading and encourage the students.

#### Frequency of Use of Library Resources Based on Purpose

The frequency level (Table 7) by which faculty members use the library resources based on the purposes listed resonates with the results reflected in Table 6. Most faculty members frequently use the library resources for instructional support, with a mean of 3.46 interpreted as Often. All the other purposes in terms of frequency of use had a mean range from 2.76 to 3.22 with the descriptive equivalent of Sometimes.

The result validates libraries' functions to provide study and reference materials required for supplementing instruction and, as far as possible, research materials needed by members of the faculty (Mathew, 2011).

Table 7. Frequency of use of library resources based on purpose

PURPOSES	MEAN	DESCRIPTIVE EQUIVALENT
Instructional support	3.46	Often
Curriculum development	3.22	Sometimes
Work-related research at Benguet State University	3.19	Sometimes
Professional Development (Review for examinations (academic), gov't examinations, preparation of presentations, etc.)	3.11	Sometimes
Personal or Recreational reading	2.76	Sometimes

Legend: 1.00-1.79 Never; 1.80-2.59 Seldom; 2.60-3.39 Sometimes ; 3.40-4.19 Often; 4.20-5.00 Very Often

### Library Resources Used

The BSU Library and Information Services offer a more comprehensive range of resources in various platforms or formats. Despite working on a limited budget to maintain its infrastructure improvement, collection development (library resources) is one aspect of the Library that never seizes. As the great S.R. Ranganathan puts it, "*The library is a growing organism.*"

Table 8. Library resources used

LIBRARY RESOURCES	FREQUENCY COUNT	PROPORTION (%)	RANK
Book collections	131	68.59	1
Journals/Magazines/Periodicals	75	39.27	2
Optical Discs (DVDs/Videos/CD-ROMs)	6	3.14	5
Digital collections	14	7.33	4
E-resources	43	22.51	3

n=191

Faculty members use different types of resources (Table 8). Book collections (68.59%) form part of the significant resources the library holds. Thus, the rating is somewhat expected. The library book collections' continuous development is attributed to the purpose of the library's existence, academic or support to instruction. With this, the library is subjected to accrediting agencies where book collection is one of the central criteria/aspect being evaluated. Consequently, there is no other way to survive the evaluation but to strengthen this library resources aspect.

Journals/Magazines/Periodicals (39.27%) or collectively known as Serials, are essential library collection components. It usually competes with budget allocation. Content-wise, however, Serials and Books/Monographs complement each other (Evans, 2005). As such, they form part of the most valuable collections/resources of the Library. While shifting collection development progresses, the Library tries its best to improve its e-resources (22.51) and digital collections (7.33%). Besides being required by accrediting agencies, e-resources are becoming a norm in information access brought by innovations in information communication. On the other hand, optical discs resources (3.14%) were ranked last among faculty members' listed resources. This type of resource has the least portion, in terms of number, in the BSU Library's physical resources. One of the disadvantages of these resources is their susceptibility to damage, making their life-span shorter than other types of resources. Likewise, one factor is the ease of access

to the contents of the optical discs. One needs to use the computer or laptop to access the information stored in the optical disc, making the users shy away from using such library resources.

### Frequency of Use of the Library Resources Based on Types of Resources

The frequency level (Table 9) by which faculty members use the different library resources types resonates with the outcomes reflected in Table 8. Most of the faculty members frequently use the Book collections with a mean of 3.46 interpreted as *Often*. All the other purposes of the frequency of use based on types of collections had a mean range from 2.67 to 3.21, having a descriptive equivalent of *Sometimes*.

Table 9. Frequency of use of the library resources based on types of resources

LIBRARY RESOURCES	MEAN	DESCRIPTIVE EQUIVALENT
Book collections	3.64	Often
Journals/Magazines/Periodicals	3.21	Sometimes
Optical Discs (DVDs/Videos/CD-ROMs)	2.67	Sometimes
Digital collections	2.86	Sometimes
E-resources	3.02	Sometimes

Legend: 1.00-1.79 Never; 1.80-2.59 Seldom; 2.60-3.39 Sometimes; 3.40-4.19 Often; 4.20-5.00 Very Often

While the Library keeps up developing a collection available in different formats (multimedia), it considers the various provisions stipulated in the Library

Collection Development Policy. Criteria are set based on the evolving influences of technology on library resources and library patrons' needs.

Did Faculty Members Found What They Were Looking for, and Do They Usually Find What They Were Looking for in the Library in Terms of Library Resources

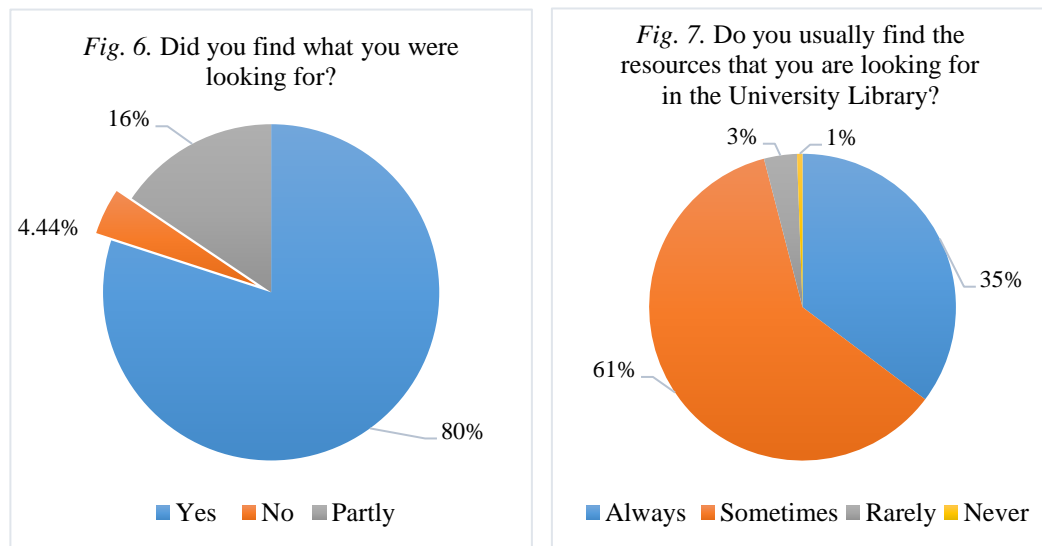


Figure 6 illustrates the respondents' answers when asked: Did you find what you were looking for during your last usage of the University Library resources? Similarly, Figure 7 shows the respondents' answers when asked: *Do you usually find the resources you were looking for in the University Library?* An overwhelming 80% of the respondents were able to find the library resources they were looking for during their last visit. While 16% answered partly on the same question. Furthermore, a total of 8 (4.44%) respondents said that during their

previous visit to the Library, they were not able to find the library resources that they were looking for.

On the contrary, 61% of the respondents said they *sometimes* find the library resources on their regular visit to the library. While 35.26% of the respondents answered that they always find the library resources they were looking for on their regular visit to the Library. A total of 6 (3.47%) responded *rarely*, and a single (0.58%) respondent indicated *never* found the library resources that they were looking for during their regular visit to the Library. A follow-up discussion on these results is presented in Table 10.

Reasons that Explain Why Respondents Were Not Able to Find the Library  
Resources that they Were Looking for in the Library

While causes abound for the answers in the questions posted in Figures 6 and 7, a general list of reasons that may explain why some of the faculty members could not get or find the library resources they were looking for is revealed in Table 10. The *University library has no resource/s on the subject* they were searching for ranked 1<sup>st</sup> (30.89) in the list. The Library aims to provide all references related to the course offerings across all university degree programs despite working on a defined budget. While this is a gradual process, and library resources acquisition usually takes time, the Library initiated a mechanism by which faculty members or any bonafide library patron may request the Library to include the resource/s not available in the Library to be considered for purchase.



The University Library opts to acquire more titles than copies covering the different degree programs offered in the Library. Unless a specific title charts a high demand from users, the Library may consider acquiring additional copies. The essence of purchasing more titles than copies is to provide more diverse reference materials to library patrons. Perhaps, due to practice and coincidence, particular faculty members may find themselves fixated on a single title as their reference. Thus, *the resource was checked-out* ranked 2<sup>nd</sup> (17.28%) among the reasons enumerated.

Table 10. Reasons that explain why respondents were not able to find the library resources that they were looking for in the library

AREAS	FREQUENCY COUNT	PROPORTION (%)	RANK
The resource was checked out	33	17.28	2
University library has no resource/s on the subject	59	30.89	1
I could not find the resource	28	14.66	3
The staff could not find the resource	7	3.66	5
The OPAC stations were down	8	4.19	4
I do not know how to locate and retrieve library Resources	6	3.14	6

n=191

*I could not find the resource* (14.66%), and *The OPAC stations were down* (4.19%), ranked 3<sup>rd</sup> and 4<sup>th</sup>, respectively. These issues are common to all libraries. Especially when a faculty member or any library patron is not yet familiar with the

organization of the Library's information resources. As a remedy and a usual librarian's routine, together with the student assistants, librarians are deployed in the Library's different sections to help library patrons, especially when locating resources directly from the shelves. An alternative reference is always provided in the absence of library resources sought explicitly by a particular faculty member. Brochures and signage that may help faculty members who are not yet familiar with how resources are organized in the Library are also in place.

An Online Public Access Catalog, often referred to as 'the gateway to the collections of a library,' is an essential aspect of a library in the absence of its predecessor, the Library Card Catalog. While different platforms (Library Management Systems, LMS) are made available in the market, its affordability comes first to consider when procuring. Besides its price, functions, and user-friendliness are considered. Benguet State University is equipped with Destiny Library Manager (DLM) as its Library Management System. It has automated several functions of the library activities and services from Cataloging to Circulation. Furthermore, DLM has an interactive webpage where other online services of the Library are also made available. However, as with other technology platforms, periodic current interruptions and database/network/hardware maintenance may cause DLM to be out-of-service momentarily. This consequence may have caused some faculty members to fail in getting the resources they needed citing that *the OPAC stations were down* (4.19%).

*Staff not finding the resources needed by the faculty members* (3.66%) and the faculty members not knowing how to locate and retrieve library resources ranked 5<sup>th</sup> and 6<sup>th</sup> respectively in the possible reasons why faculty members could not get the library resources they were looking for. Possible reasons why staff may not have found the library resources needed by the faculty members include: the material is misplaced/misshelved, lost, missing, or overdue or perhaps the material was currently being used within the Library by another patron. Nonetheless, the Library makes sure that once the library resources are found or available or once the reason why the material was not located, the faculty members are informed.

While other library patrons find it easy to use the Library because of familiarity and frequent use, other library patrons may find it difficult, especially for new patrons. Of the reasons listed, faculty members not knowing how to locate and retrieve library resources ranked least. Rationalizations for these results were already presented in the earlier discussions. Repeat library user-empowerment is one solution to aid faculty members' problems, not knowing how to locate and retrieve library resources. They form part of the audience for Information Literacy programs.

Other comments specified by faculty members about why they could find the library resources they were looking for include: "*incomplete books volumes*," "*Internet connection issue*," and the journals they need are not available in the Library. This is because the library has a limited budget, and the cost of acquiring

journals is expensive, especially if it is a foreign journal. Another reason for some professional journals not present in the library's collection is that they are only by subscription to members of a particular profession.

Areas of the University Library Which Faculty Members Would Like to  
See Technology be Improved in Terms of Library Resources

The use of technology has made access to a library's resources much more comfortable. Today, the lack of it in the Library entails much time in searching and retrieving information needs. It is essential to acknowledge what faculty members, as one of the leading groups of patrons of the library service, could recommend easing their searching and retrieval of library resources as far as technology is concerned. Table 11 shows the areas by which faculty members would like to see technology improved in the library in terms of library resources. Cassell & Hiremath (2011) stated that the most seductive and ubiquitous reference resource to emerging in the twentieth century was the Internet. Relatively, faculty members suggest that the Library provide more Internet terminals, including *Wi-Fi hot spots* (62.83%). As of writing, the Library has already installed Wi-Fi routers in strategic areas of the Library so that library patrons would be able to have access to the Internet anytime. Also, separate computer terminals with Internet connectivity were added to the existing student computer laboratory in the Library to avoid faculty members and graduate students from competing in using the said laboratory. While the Library would like to add more of these terminals, finances and usage numbers

must be considered. In other words, the sustained demand for usage must be evident and guaranteed.

Table 11. Areas of the university library which faculty members would like to see technology be improved in terms of library resources

AREAS	FREQUENCY COUNT	PROPORTION (%)	RANK
More computers to access the collections (OPAC)	45	23.56	3
More Optical Discs (including workstations)	24	12.57	4
More Internet access (Terminals/WiFi)	120	62.83	1
More electronic resources (subscriptions, e-books, etc.)	114	59.69	2

n=191

While it is recognized that the *demand for electronic resources* (59.69%) is eminent, as reflected in the results in Table 11, libraries are facing challenges when these types of resources are concerned (Fenner, 2006). The demand from library patrons to access information in the formats they prefer continues to increase as brought about by technological innovations and peoples' way of life (the busy life). As stated earlier, the cost of acquiring and maintaining electronic resources poses one of the most significant challenges in library collection development. Nonetheless, this has always been considered in the acquisition processes of the Library. Similarly, *more computers to access the collections (OPAC)* (23.56%) and *more optical discs, including work stations* (12.57), ranked 3<sup>rd</sup> and last respectively in the technology enhancements deemed by faculty members in terms of library

resources. The availability of electronic sources via the Internet (including local access) is one of the considerations when the acquisition of optical discs is concerned. As observed, the demand for this type of library resources cannot, at the moment, guarantee continued or sustained demand/use. The fragility and life-span of the said library resources are limited, thereby questioning "wise spending."

According to Tillack (2014), as cited by Klain and Shoham (2017), faculty members generally appear to be aware of the importance of the library; however, in practice, the academic institutions continuously try to reduce library budgeting from year to year, thus raising difficulties in purchasing the resources required for the library's proper functioning (Brown & Swan, 2007). The ability to access information by using simple, fast, and electronic means is essential in the current "era of changes," as the digital world has dramatically changed scholarly communication, to the extent of transforming the traditional scientific communities into "scientific networks" (Cox & Verbaan, 2016; Genoni et al., 2006). Indeed, faculty members claim that the Internet has extended their circle of acquaintances, allowed them to read more diverse materials, facilitated new connections with faculty members from other institutions and academic statuses, allowed them to participate in discussion groups and research enterprises actively, and, in general, improved communication and information flow between them and other faculty members (Steele, 2014).

### Areas of the Library Resources in Terms of Subject Coverage Which Faculty Members Would Like to be Improved

In a previous discussion, Serials ranked 2<sup>nd</sup> in library resources used by faculty members of BSU. The demand for these types of library resources surfaced again when faculty members were asked which area of the Library they would like to be improved in terms of subject coverage. This time, *journals and professional magazines* (46.60%) ranked 1<sup>st</sup> amongst various subject areas faculty members would like to be improved when subject coverage is considered as presented in Table 12. For this particular study, Serials were included in the list of subject areas as Journals and Professional magazines as these library resources are known to deal with specific subject areas. It is then implied that faculty members responded with the idea that these library resources covered their particular fields of interest. While it is said that subscription to these types of library resources entails budgetary constraints, its frequent recurrence as one of the preferred types of library resources puts more pressure on the library management to strengthen its Serials collections.

On the contrary, both *Fiction* and *General References (encyclopedias, dictionaries, biographies, etc.)* ranked last (6.28%) amongst the preferred subject coverage listed for improvement. This is consistent with an earlier discussion that showed that recreational reading was rated least by the faculty members to use the library resources. Most of the time, the Library's fiction resources are intended for leisure reading and boost creative writing; a luxury that a faculty member might not

have. In the case of general references, it is a given fact that these references are more intended for students, thus the result.

Table 12. Areas of the library resources in terms of subject coverage which faculty members of BSU would like to be improved

AREAS	FREQUENCY COUNT	PROPORTION (%)	RANK
Religion	6	3.14	18
Fiction	12	6.28	16.5
Literature	16	8.38	12.5
History, Geography, and Travel	14	7.33	14.5
Arts, Culture and Humanities	29	15.18	8
Language and languages	23	12.04	9.5
Education and teaching	57	29.84	3
Sports sciences	16	8.38	12.5
General non-fiction (General references, encyclopedias, dictionaries, biographies, etc.)	12	6.28	16.5
Journals and Professional Magazines (in terms of subscriptions)	89	46.60	1
Science, Technology, Engineering, and Mathematics	62	32.46	2
Agricultural sciences	36	18.85	4
Animal Science and Veterinary Medicine	17	8.90	11
Medical and Health Sciences	31	16.23	7
Philosophy	14	7.33	14.5
Social sciences	33	17.28	6
Psychology (Guidance and counseling, Values Education)	23	12.04	9.5
Self-help (Handbooks, Manuals, etc.)	35	18.32	5

n=191



A closer look at Table 12 yields an idea by which the Library can be guided on the library resources' subject areas that need to be enriched. Other than Serials, Fiction, and General References, further analysis needs to be done if respondents' distribution may have affected the results. The respondents added the following subject coverage: "*business economics books authored by Filipinos, marketing books, product development books, law materials, basic aquaculture (freshwater and marine water), agro-forestry/farming system, Dictionary on entomology, the insect of Australia, medical entomology books, and extension education and rural development resources.*" In including subject coverage of the library resources, the degree programs offered in the University are seriously taken into consideration.

Faculty Members' Rate the Library Resources in Terms of Recency,  
Relevance/Usefulness, and Adequacy

Providing useful quality collections of materials in all formats will continue to be an essential function of libraries (Wallace and Van Fleet, 2005). Generally, the criteria on recency, relevance/usefulness, and adequacy were used to understand how faculty members rate the Library Resources.

Possibly, the results in Table 13 justify the outcomes presented earlier in Tables 8 and 9. The library *book collections* had a mean rating of 3.80 (recency), 3.99 (relevance/usefulness), and 3.57 (adequacy), all of which are interpreted as Good. On the other hand, *Journals/Magazines/Periodicals* was rated Good both in terms of recency and relevance/usefulness but registered an Average rating in terms

of adequacy. This result in the sufficiency of Serials collections in the Library in some way resonates with the results in Table 12. Faculty members have overwhelmingly wanted the *Journals and Professional Magazines* collections to be improved.

Table 13. Faculty members' rate the library resources in terms of recency, relevance/usefulness, and adequacy

RESOURCES	MEAN RATING					
	Rec	DE	Rel/Use	DE	Ade	DE
Book Collections	3.80	G	3.99	G	3.57	G
Journals/Magazines/Periodicals	3.35	G	3.51	G	3.15	A
Optical Discs (CDs/DVDs/Videos/CD-ROMs)	2.65	A	2.84	A	2.58	F
Digital Collections	2.71	A	2.92	A	2.65	A
e-resources	2.93	A	3.13	A	2.80	A

Legend:

Rating	Descriptive Equivalent (DE)	Criteria
1.00-1.79	Poor (P)	Recency (Rec)
1.80-2.59	Fair (F)	Relevance/Usefulness (Rel/Use)
2.60-3.39	Average (A)	Adequacy (Ade)
3.40-4.19	Good (G)	
4.20-5.00	Excellent (E)	

Furthermore, *e-resources*, *digital collections*, and *optical discs* all registered Average ratings in the three criteria except for *Optical discs*, which recorded the lowest mean equivalent to Fair. This outcome is similar to the results in Table 9, where faculty members were asked which Library resources they frequently use, and *Optical discs* were the least used library resources based on mean results. Niehof, Stuchell, Lalwani & Grochowski (2018) alleged that more recently, archivists, librarians, and other CD-ROM users have begun asking about the preservation of information stored in CD-ROM and other digital media. The

National Archives (as cited in Niehof, Stuchell, Lalwani & Grochowski, 2018) wrote in 2006 that "Digital records are subject to three types of obsolescence: 1) The physical carrier...becomes obsolete; 2) The hardware needed...becomes obsolete; 3) The software needed...becomes outdated. Although these assertions pertain to digital preservation, the mentioned concerns may also be associated with why faculty members do not use these library resources as frequently as the other types of library resources. Furthermore, the CD-ROM storage capacity is limited; thereby, the information that it can contain is also limited.

Faculty Members' Level of Satisfaction With the Library Resources When  
Compared According to Sex

Table 14 presents the faculty members' level of satisfaction with library resources when compared according to sex. Based on the results, it appears that the female faculty members had a higher level of satisfaction, as evidenced by the higher mean level of satisfaction equivalent to 4.08. This result is similar to Onovughe & Ogbah (2014) findings that female students use the Library than males. Similarly, existing studies have reported that significant gender differences exist in the use of technology. For example, males have higher computer self-efficacy levels, enabling them to utilize technology more than their counterparts. This difference could create a potential disparity in the benefits of using university library website resources (Kim, 2010).

To test whether the observed mean difference is statistically significant, a *t-test* of two independent samples was used. The test results reveal that the mean levels of satisfaction between male and female respondents are not significantly different, as indicated by the high probability value corresponding to the test. This means, regardless of sex, faculty members have the same levels of satisfaction statistically towards the library sources.

Table 14. Level of satisfaction of faculty members on the different library resources when compared according to sex

SEX	MEAN	DESCRIPTIVE EQUIVALENT	t-VALUE	P-VALUE
Male	3.92	Satisfied	1.22 <sup>ns</sup>	0.22
Female	4.08	Satisfied		
Overall	4.02	Satisfied		

Legend: 1.00-1.79 Very Dissatisfied; 1.80-2.59 Dissatisfied; 2.60-3.39 Moderately Satisfied; 3.40-4.19 Satisfied; 4.20-5.00 Very Satisfied  
ns not significant

However, the results do not imply that a greater extent of service for either gender should be made favorable over just one group.

#### Faculty Members' Level of Satisfaction with the Library Resources When Compared According to Employment Status

Employees of the University are classified into two general categories, Plantilla and Non-Plantilla positions. Contractual, Job/Order Contract of Service, Income-Generating-Projects, and Special Projects (Outside Funded) fall under Non-Plantilla Positions (BSU Annual Report, 2018). For this study, only the

following Non-Plantilla positions were considered respondents: Contract of Service/Contractual and Casual. Other non-Plantilla positions were not included as most are classified as non-teaching.

Table 15. Faculty members' level of satisfaction with the library resources when compared according to employment status

EMPLOYMENT STATUS	MEAN	DESCRIPTIVE EQUIVALENT	t-VALUE	P-VALUE
Permanent	4.04	Satisfied	0.78 <sup>ns</sup>	0.44
COS/Casual/Contractual	3.91	Satisfied		
Overall	4.02	Satisfied		

Legend: 1.00-1.79 Very Dissatisfied; 1.80-2.59 Dissatisfied; 2.60-3.39 Moderately Satisfied; 3.40-4.19 Satisfied; 4.20-5.00 Very Satisfied  
ns not significant

Based on the results (Table 15), permanent faculty members registered a greater level of satisfaction, as shown by a higher mean level equivalent to 4.04. It is considered that permanent faculty members' length of stay in the University gave them a more reliable and continued usage of the library resources, thus the higher mean results for satisfaction. Likewise, the security of their job is may be one factor in their satisfaction. Permanent faculty members are assured of their careers, contributing to their motivation to do better.

To test whether the observed mean difference is statistically significant, a *t-test* for two independent samples was done. Results revealed that the mean levels of satisfaction on the different library resources between permanent and COS/Casual/Contractual faculty members are not significantly different as specified by the high probability value corresponding to the test. Statistically,

results imply that regardless of employment status, faculty members are satisfied with the Library resources. Being said, the use of information is not defined by the employment status of faculty members.

Faculty Members' Level of Satisfaction on the Library Resources When Compared According to College/Institute

Presented in Table 16 presents the level of satisfaction of faculty members across the different Colleges or Institutes. Observation of the mean levels shows that faculty members from the Institute of Public Administration (IPA) were the most satisfied while faculty members from the Institute of Information Technology (IIT) were the least.

Table 16. Faculty members' level of satisfaction on the library resources when compared according to college/institute

COLLEGE/INSTITUTE	MEAN	DESCRIPTIVE EQUIVALENT	F-VALUE	P-VALUE
CA	4.03 <sup>ab</sup>	Satisfied	3.51**	0.00
CAS	4.22 <sup>ab</sup>	Very Satisfied		
CEAT	4.20 <sup>ab</sup>	Very Satisfied		
CF	4.22 <sup>ab</sup>	Very Satisfied		
CHET	4.18 <sup>ab</sup>	Satisfied		
CN	4.16 <sup>ab</sup>	Satisfied		
CTE	4.00 <sup>ab</sup>	Satisfied		
CVM	3.50 <sup>ab</sup>	Satisfied		
IHK	3.42 <sup>ab</sup>	Satisfied		
IIT	2.40 <sup>c</sup>	Dissatisfied		
IPA	4.33 <sup>a</sup>	Very Satisfied		
Overall	4.02	Satisfied		

Legend: 1.00-1.79 Very Dissatisfied; 1.80-2.59 Dissatisfied; 2.60-3.39 Moderately Satisfied; 3.40-4.19 Satisfied; 4.20-5.00 Very Satisfied

\*\* highly significant Note: Means sharing a common letter are not significantly different.

To infer whether the observed mean differences are enough to conclude that respondents from specific Colleges or Institutes have a higher (or lower) level of satisfaction, *Analysis of Variance (ANOVA)* was run.

The probability value computed from the test is less than 0.01. This means that, indeed, at least two Colleges or Institutes exhibit different levels of satisfaction. A post-hoc test called Duncan's Multiple Range Test (DMRT) was conducted to identify which are significantly different and not. The College or Institute with the highest level is IPA (superscript is "a"). However, this mean is not significantly different from the first nine Colleges/Institutes (since these groups also have "a" as superscript). Moreover, IIT respondents have a level of satisfaction that is significantly lower (*Dissatisfied*) from the rest of the Colleges or Institutes. These results imply that all Colleges and Institutes have the same satisfaction level except for the Institute of Information Technology.

Information Technology / Computer Science is one of the subject areas of the library resources which is still developing. The Library has less than five hundred (500) titles in Information Technology / Computer Science resources (2020 Library system generated report). Less than fifty percent (50%) are not published within the last five years, a common requirement set forth by accrediting agencies in terms of publication date or recency. This could be one of the reasons why faculty members from IIT expressed dissatisfaction towards the library resources.

Bachelor of Information Technology (BSIT) is the only degree program offered under IIT. Library resources under this program get obsolete the quickest, sometimes just ranging from one to two years. The lengthy processes involved in acquiring library resources and the current prices of materials under this field are considered contributory to the said materials' obsolescence. The use of the Internet is also a factor to consider in IIT faculty members' dissatisfaction with library resources. These were confirmed by the Director of IIT when asked to comment on the said result, saying further that the Institute is currently consolidating e-books they have been using in their classes and plan to deposit these in the library.

#### Faculty Members' Level of Satisfaction with the Library Resources When Compared According to Rank

Faculty members of Benguet State University are ranked following the National Budget Circular No. 461 dated 1998 issued by the Department of Budget Management as Instructor I-III; Assistant Professor I-IV; Associate Professor I-V and Professor I-VI. The distribution of respondents by Rank was earlier shown in Figure 5.

Table 17 compares the level of satisfaction of faculty members having different ranks. Among these ranks, the results revealed that Associate Professors have the highest mean level, while Assistant Professors have the least.



Table 17. Faculty members' level of satisfaction with the library resources when compared according to rank

RANK	MEAN	DESCRIPTIVE EQUIVALENT	F-VALUE	P-VALUE
Instructor	4.06	Satisfied	1.87 <sup>ns</sup>	0.14
Assistant Professor	3.78	Satisfied		
Associate Professor	4.18	Satisfied		
Professor	3.87	Satisfied		
Overall	4.02	Satisfied		

Legend: 1.00-1.79 Very Dissatisfied; 1.80-2.59 Dissatisfied; 2.60-3.39 Moderately Satisfied; 3.40-4.19 Satisfied; 4.20-5.00 Very Satisfied  
ns not significant

To test whether these observed mean differences in satisfaction level is significant, *ANOVA* test was again used. The probability value computed is more significant than 0.05, indicating that the mean differences observed are not enough to conclude that faculty members have different satisfaction levels. Statistically, faculty members expressed the same level of satisfaction towards the library resources regardless of their ranks.

#### Faculty Members' Frequency of Usage of the Library Resources When Compared According to Sex

Table 18 shows the median of the library resources' frequency of use between male and female faculty members. If solely based on these medians, female faculty members use the library resources more frequently. This observed median difference was tested to determine whether this is an indication that female faculty members indeed use the resources more regularly. This time, the *Mann-*

*Whitney U* test was run. The result shows that the probability value is more significant than 0.05, which indicates that the two groups, male and female faculty members, use the library resources at an equal frequency.

Table 18. Faculty members' frequency of usage of the library resources when compared according to sex

SEX	MEDIAN	DESCRIPTIVE EQUIVALENT	U-VALUE	P-VALUE
Male	2	Once a Term	3629.00 <sup>ns</sup>	0.51
Female	3	Monthly		
Overall	3	Monthly		

Legend: 5 Daily; 4 Weekly; 3 Monthly; 2 Once a Term; 1 Once in a School Year  
ns not significant

The results imply that faculty members, regardless of sex, share the same amount of time using the library resources in terms of frequency.

#### Faculty Members' Frequency of Usage of the Library Resources When Compared According to Employment Status

Table 19 reveals the median of the library resources' frequency of use between permanent and COS/Casual/Contractual faculty members. If based merely on these medians, it seems that COS/Casual/Contractual faculty members use the library resources more frequently. This observed median difference was again tested using the *Mann-Whitney U* test to determine whether this is an indication that COS/Casual/Contractual faculty members indeed use the resources more frequently. The result shows that the probability value is more significant than 0.05,

which indicates that permanent and COS/Casual/Contractual faculty members use the library resources at the same level of frequency.

Results again imply that regardless of employment status, faculty members use library resources at the same frequency level.

Table 19. Faculty members' frequency of usage of the library resources when compared according to employment status

EMPLOYMENT STATUS	MEDIAN	DESCRIPTIVE EQUIVALENT	U-VALUE	P-VALUE
Permanent	2	Once a Term	1987.50 <sup>ns</sup>	0.22
COS/Casual/Contractual	3	Monthly		
Overall	3	Monthly		

Legend: 5 Daily; 4 Weekly; 3 Monthly; 2 Once a Term; 1 Once in a School Year  
ns not significant

#### Faculty Members' Frequency of Usage of the Library Resources When Compared According to College/Institute

Meanwhile, Table 20 shows the median frequency of use by faculty members of the library resources when grouped according to their respective Colleges or Institutes. Median results reflect that faculty members from some Colleges or Institutes use library resources more frequently. Specifically, respondents from CAS, CEAT, CN, CTE, CVM, and IPA generally use the library resources monthly, while the rest use the library resources once a term.

To infer whether the observed differences, the *Kruskal-Wallis H* test was used. The probability value computed from the test is less than 0.05. The results

confirm that the median results from the faculty members of CAS, CEAT, CN, CTE, CVM, and IPA generally use the library resources more frequently than the rest of the Colleges and Institutes who use the library once a term.

Table 20. Faculty members' frequency of usage of the library resources when compared according to college/institute

COLLEGE/INSTITUTE	MEDIAN	DESCRIPTIVE EQUIVALENT	$\chi^2$	P-VALUE
CA	2	Once a Term	19.03*	0.04
CAS	3	Monthly		
CEAT	3	Monthly		
CF	2	Once a Term		
CHET	2	Once a Term		
CN	3	Monthly		
CTE	3	Monthly		
CVM	3	Monthly		
IHK	2	Once a Term		
IIT	2	Once a Term		
IPA	3	Monthly		
Overall	3	Monthly		

Legend: 5 Daily; 4 Weekly; 3 Monthly; 2 Once a Term; 1 Once in a School Year

\* significant

It can be observed that faculty members who use the library resources once a term are those who only use the library resources to prepare for their Course Syllabus, usually before the term begins. Faculty members are required to use reference sources available in the Library, and by doing this, students can have equal access to the resources. On the other hand, faculty members who use the library resource more frequently may better appreciate the library resources and find these resources useful.

### Faculty Members' Frequency of Usage of the Library Resources When Compared According to Rank

Faculty members' use of library resources is affected by prevailing factors. These factors may include but are not limited to having their resources, including access to the Internet, inability to fully acquaint themselves on how resources are organized in the Library, etc. For this particular instance, this study would like to determine if faculty members having different ranks use the library resources at different levels.

Table 21 shows the median frequency of use of the faculty members when grouped according to Rank. The median results show that faculty members with ranks Instructor and Associate Professor have a higher frequency of using library resources. This contrasts with faculty members occupying Assistant Professor and Professorial positions who only use the Library once a term. The observed differences were tested using the *Kruskal-Wallis H* test. The probability value computed was more than 0.05, which implies that faculty members use the library resources at the same frequency level when their ranks are considered. One factor why the lower-ranking faculty members use the library more frequently is that they have yet to establish their pool of resources. Longer tenured faculty members have built their resources over the years. They have already made their teaching materials and maybe even bought the information sources that they frequently use. This is

also in line with some of their answers in the previous results where they buy their books.

In an interview with a full-fledged professor, whether the Rank of faculty members affect their use of library resources, the professor said that prevailing factors affect their library usage other than Rank. The professor further said that evolution in the types of services and resources offered and made available in the Library affects their use of the Library. The professor concluded that better quality of collections and availability of updated resources affect their Library usage.

Table 21. Faculty members' frequency of usage of the library resources when compared according to rank

RANK	MEDIAN	DESCRIPTIVE EQUIVALENT	$\chi^2$	P-VALUE
Instructor	3	Monthly	3.09 <sup>ns</sup>	0.38
Assistant Professor	2	Once a Term		
Associate Professor	3	Monthly		
Professor	2	Once a Term		
Overall	3	Monthly		

Legend: 5 Daily; 4 Weekly; 3 Monthly; 2 Once a Term; 1 Once in a School Year  
ns not significant

### Summary

The following are the findings of the study:

1. The majority of the faculty members have used library resources.
2. Most of the faculty members who did not use the library resources stated

that they get all the information they need from the Internet.

3. Most faculty members use the library resources once-a-term.
4. Faculty members use the library resources often for instructional support purposes.
5. Book collections are the library resources often used by the faculty members.
6. Faculty members partly found the library resources they were looking for during their last visit to the Library.
7. Faculty members rarely found the library resources that they were looking for.
8. The University Library having no resource/s on a particular subject is the main reason why faculty members were not able to find or get the resources they need.
9. Faculty members would like to have more Internet access (Terminals/Wi-Fi) in the Library.
10. In terms of subject coverage, faculty members would like the Journals and Professional Magazines resources to be improved the most.
11. Faculty members rated the library resources from Average to Good in

terms of Recency, Relevance/Use, and Adequacy except for Optical Discs, which was rated Fair in terms of Adequacy.

12. Faculty members are satisfied with the library resources.

13. Faculty members use the library resources once a month when compared by employment status

14. Faculty members' frequency of use and satisfaction level of the library resources have no significant differences when compared according to sex, employment status, and rank.

15. There is a highly significant difference in the Faculty members' level of Satisfaction when compared according to College/Institute.

16. Faculty members' frequency of use of the library resources are significantly different when compared according to College/Institute.



## CONCLUSIONS AND RECOMMENDATIONS

The study's objectives were to determine Benguet State University faculty members' general impression of the library resources and their usage of these resources. To answer these objectives, questions on faculty members' satisfaction with the library resources, frequency of usage, purposes of using the library resources, reasons for not using the library resources, reasons of not being able to find the resources they are looking for in the library and suggestions for library development in terms of library resources were asked.

It was found out that the majority of the faculty members have used the library resources at least once-a-term. On the other hand, those who did not use the library resources cited the Internet as the source of their information needs. Faculty members often used library resources for instructional support purposes, and book collections to be the most used library resources. Faculty members said that they partly found the library resources they were looking for during their last visit to the library. Furthermore, they also said that usually they rarely saw the library resources that they were looking for. They specified that the University Library has no resource/s on a particular subject because they could not find or get the resources they need. It is therefore proposed that faculty members who have personal reference materials should request to purchase the said materials for students' use. Most references are often not always easy to acquire when bought individually

considering students' capacity in terms of finances, payment methods other than cash, etc.

Moreover, faculty members would like to have more Internet access (Terminals/Wi-Fi) in the library. In terms of subject coverage, faculty members would like the Serials resources to be improved the most. Faculty members rated the library resources from Average to Good in terms of Recency, Relevance/Use, and Adequacy. Except for Optical Discs, which was rated Fair for its Adequacy. Generally, it was found that faculty members are satisfied with the library resources of the library.

When compared according to employment status, faculty members use the library resources once a month and their frequency of use and satisfaction level of the library resources have no significant differences compared to sex, employment status, and rank. On the contrary, differences were found when the faculty members' level of satisfaction was compared according to College/Institute. The same was found when faculty members' frequency of use of the library resources was compared according to College/Institute.

It is recommended that the findings in this study be strongly considered in developing library collections or resources. Faculty participation in library resources development should be intensified to ensure that the resources match the curricular programs being offered. Furthermore, the library may intensify its information campaign on the library resources available. Likewise, materials and

resources for leisure reading may be included in the acquisition plan to encourage the faculty to read for recreation.

Noting that significant differences in the results when respondents were sorted according to College/Institute they belong to occurred, it is recommended that the underlying reasons for such differences be studied, and the results may be used for plans on the library collection development.

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